



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOC-106-001
Indigenous People and Canada 2
WINTER 2020

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor	Dr. Francis Adu-Febiri
Office	Paul 228
Office Hours	Monday & Wednesdays 1:30-2:20, Tuesdays 11:30-12:50 & 3:00-4:30, Thursdays 11:30 -12:50 or by appointment
Class Schedule	Tuesdays & Thursdays 10:00-11:20
Website	http://sites.camosun.ca/francisadufebiri
Email & Phone	adufebir@camosun.ca & 250-370-3105

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

1. Identify the present legal, social, cultural, economic, and political statuses of Canada's Aboriginals.
2. Assess the present laws and policies as well as economic, political and practices of the mainstream Euro-Canadian society that prevent Aboriginals from successfully settling land claims and achieving self-government.
3. Propose logical and workable strategies that Aboriginals can use to effectively address the challenges of land claims settlements and aboriginal self-government.

3. Required Materials

(a) Texts

Adu-Febiri, Francis (ed.):

2004: *First Nations Students Talk Back: Voices of a Learning People*, Second Edition. Victoria: Camosun College.

Long, David and Olive Patricia Dickason:

2016: *Visions of the Heart: Canadian Aboriginal Issue*. Fourth Edition. Toronto: Harcourt Canada.

(b) Other

4. Course Content and Schedule

<u>WEEK</u> <u>K</u>	<u>DAY</u>	<u>DATE</u> <u>E</u>	<u>THEMES, READINGS & GUIDING QUESTIONS</u>
JAN			
<u>1</u>	<u>Tu/Th</u>	<u>7/9</u>	<p><u>Lecture Theme:</u> Perspectives on Indigenous Peoples: Status and Theory: <u>Optional Readings):</u> chapter 4 of Wotherspoon & Satzewich</p> <p>GUIDING QUESTION: <i>Why does status matter?</i></p>
<u>2</u>	<u>Tu/h</u>	<u>14/16</u>	<p><u>Lecture Theme:</u> Perspectives on Indigenous Peoples: Theory: <u>Required Readings:</u> Introductions to sections I-V of Adu-Febiri (ed.) and Introduction of Long & Dickason (eds.).</p> <p>GUIDING QUESTION: <i>Why have the projects/programs informed by sociological paradigms and Indigenous paradigms unable to resolve Indigenous issues?</i></p>
<u>3</u>	<u>Tuesday</u>	<u>21</u>	<p>ASSIGNMENT SESSION A: <u>Team Discussion A: Two Assignments Due</u> 1)CRITICAL REVIEW #1 DUE 2)PROBLEM & QUESTION #1 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p><u>Readings:</u> Chapter 7 of Adu-Febiri (ed.) and Chapter 8 of Long & Dickason (eds.)</p>
	<u>Thursday</u>	<u>23</u>	
			<u>CLASS DISCUSSION A</u>

4	<u>Tu/Th</u>	<u>28/30</u>	<p><u>Lecture Theme:</u> Indigenous Peoples and the Canadian Economy</p> <p><u>Required Readings:</u> Chapter 1 of Long & Dickason (eds.) and <u>Optional Readings:</u> Chapter 3 of Wotherspoon & Satzewich</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the postcolonial economic status of Indigenous people?</i></p>
FEB			
<u>5</u>	<u>Tuesday</u>	<u>4</u>	<p>ASSIGNMENT SESSION B:</p> <p><u>Team Discussion B: Two Assignments Due</u></p> <p>1)CRITICAL REVIEW #2 DUE</p> <p>2)PROBLEM & QUESTION #2 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p><u>Readings:</u> Chapters 20 & 22 of Adu-Febiri (ed.) and Chapter 6 of Long Dickason</p>
	<u>Thursday</u>	<u>6</u>	<p><u>CLASS DISCUSSION B</u></p>
<u>6</u>	<u>Tu/Th</u>	<u>11/13</u>	<p><u>Lecture Theme:</u> Indigenous Education and Job Training</p> <p><u>Readings:</u> Chapter 17 of Adu-Febiri (ed.) and Chapter 10 of Long & Dickason (eds.)</p>

7	<u>Tu/Th</u>	<u>18/20</u>	<p>GUIDING QUESTION: <i>What educational models could transform the postcolonial education system of Indigenous people?</i></p> <p><u>READING BREAK</u></p>
<p>FEB</p> <p>8</p>	<u>Tue/Thu</u>	<u>25/27</u>	<p>8a <u>Lecture Theme:</u> Indigenous Peoples and Health Issues</p> <p><u>Readings:</u> Chapter 12 of Long & Dickason (eds.)</p> <p>GUIDING QUESTION: <i>What projects/programs could transform the postcolonial health status of Indigenous people?</i></p> <p>➤ <u>Prepare for Individual Critical review (12%) and Problem Statement & Question (8%):</u></p> <hr/> <p>8b Thursday February 27 MIDTERM EXAM (20%)</p> <p><u>Based on</u> Chapter 6 of Adu-Febiri (ed). And Chapter 14 of Long & Dickason</p> <p>a) CRITICAL REVIEW #3 DUE</p> <p>b) PROBLEM & QUESTION #3 DUE</p> <p><i>Print your critical review #3 and problem statement question #3 and bring to class. The exam question will be based on these assignments</i></p> <hr/> <p>...</p>
<p>MAR</p> <p>9</p>	<u>Tu/Th</u>	<u>3/5</u>	<p><u>Lecture Theme:</u> Indigenous Governance</p> <p><u>Readings:</u> Chapters 3 & 7 of Long & Dickason (eds.)</p> <p>GUIDING QUESTION: <i>To what extent are models of self-government sufficient to transform the postcolonial Indigenous governance?</i></p>
10	<u>Tuesday</u>	<u>10</u>	<p>ASSIGNMENT SESSION C:</p> <p><u>Team Discussion C: Two Assignments Due</u></p> <p>1)CRITICAL REVIEW #4 DUE</p> <p>2)PROBLEM & QUESTION #4 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing</i></p>

	<u>Thursday</u>	<u>12</u>	<p><i>these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p>Readings: Chapters 2 or 8 of Adu-Febiri (ed.)</p> <p><u>CLASS DISCUSSION C</u></p>
<u>11</u>	<u>Tu/Th</u>	<u>17/19</u>	<p><u>Lecture Theme:</u> Indigenous Peoples Development</p> <p><u>Readings:</u> Chapter 15 of Long & Dickason (eds.) and Chapter 9 of Wotherspoon & Satzewich</p> <p>GUIDING QUESTION: <i>What projects/programs could translate the development desires of Indigenous people into a sustainable development?</i></p>
<u>12</u>	<u>Tuesday</u>	<u>24</u>	<p>ASSIGNMENT SESSION D:</p> <p><u>Team Discussion D: Two Assignments Due</u></p> <p>1)CRITICAL REVIEW #4 DUE</p> <p>2)PROBLEM & QUESTION #5 DUE</p> <p><i>See pp. 11 & 12 of the course outline for instructions for doing these assignments. Also on the website click Problem Statement Format to see samples of formats to guide you to create the Problem Statement</i></p> <p><u>Readings:</u> Chapter 5 of Adu-Febiri (ed.) and Chapters 4 & 7 of Long & Dickason</p>
	<u>Thursday</u>	<u>26</u>	<p><u>STUDENTS' ORAL PRESENTATION OF PROJECTS</u></p>
APRIL			
<u>13</u>	<u>Tu/Th</u>	<u>31/2</u>	<p><u>Lecture Theme:</u> Making a Sustainable Difference in Indigenous Communities</p> <p><u>Readings:</u> Chapters 1 & 2 of Long & Dickason and Chapter 9 of Wotherspoon & Satzewich</p>

			GUIDING QUESTION: <i>What would change the social relationships in Canada's globalization – indigenization dialectics so that Indigenous communities can experience sustainable development?</i>
<u>14a</u>	<u>Tuesday</u>	<u>7</u>	<u>FINAL EXAM</u>
<u>14b</u>	<u>Thursday</u>	<u>9</u>	Assignment Type 3a (Service-Learning Project) or Assignment Type 3b (Success Story Project) or Assignment Type 3c is due.

5. Basis of Student Assessment (Weighting)

Critical Reviews: Group	14%
Problem Statement/Question: Group	8%
Midterm Exam: Individual	20%
Service Learning or Success Stories Project: Oral	10%
Service Learning or Success Stories or Creativity & Innovation Project: Report	30%
Final Examination	18%

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.

DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.